

**Middle School Initiative**

**PART I  
COVER SHEET**

**CAP 3 SEMESTER 1 WEEK 4**

**COURSE:** Doolittle Leadership Laboratory, Achievement 6

**LESSON TITLE:** Effective Communication, Motivation Skills, and Individual Differences

**LENGTH OF LESSON:** 50 Minutes

**METHOD:** Informal Lecture - Discussion

**REFERENCE(S):**

1. *Leadership: 2000 and Beyond*, Volume 1, Chapter 6
2. *AFPAM 36-2241*, Volume 1, *Promotion Fitness Examination Pamphlet*
3. *FM 22-100*, *US Army Leadership*

**AUDIO/VISUAL AIDS/HANDOUTS/ACTIVITY MATERIAL(S):**

1. Overhead projector
2. Transparencies

**COGNITIVE OBJECTIVE:** The objective of this lesson is for each cadet to:

1. Understand the methods of encouraging effective communication between individuals.
2. Understand some of the methods used in motivating people.
3. Understand that there are individual differences between people and how to deal with them.

**COGNITIVE SAMPLES OF BEHAVIOR:** Upon completion of this class, each cadet should be able to:

1. Present ideas logically through effective communication methods.
2. Motivate other cadets effectively to attain a specified goal.
3. Recognize and cope with the individual differences of subordinates, equals, and seniors.

**AFFECTIVE OBJECTIVE:** N/A

**AFFECTIVE SAMPLES OF BEHAVIOR:** N/A

**Middle School Initiative****PART II  
TEACHING PLAN****Introduction**

**ATTENTION:** Good Afternoon cadets of \_\_\_\_\_. It is a pleasure to have you here once again to continue your studies in military leadership. Although this course is entitled "leadership," it is also a study in human nature. One would think that after sitting through so many of these classes that you might have come to that conclusion.

**MOTIVATION:** The words of Field Marshall Sir William Slim, who lead the British Fourteenth Army in the conquest of Burma in WWII, are worthy of note: *"Leadership is of the spirit, compounded of personality and vision. Management is of the mind, more a matter of accurate calculation, statistics, methods, timetables, and routines."*

**OVERVIEW:** During our last period on leadership, we discussed some of your responsibilities and duties as a senior cadet NCO. This included a major section on understanding human behavior. Today, we are going to continue along that line of thought by delving into the encouragement of effective communication between individuals, looking at some motivational skills that you should employ, and observing the differences between individuals.

**TRANSITION:** Your effectiveness as a senior cadet NCO depends on your ability to communicate with your superiors and those junior to you. Communicating is a fact of life; we all do it in some fashion. How well it is done is dependent on our personal motivation.

**Body**

**MP 1** Since leadership is about getting other people to do what you want them to do, it follows that communicating--transmitting information so that it is clearly understood--is an important skill. If people cannot understand you, how will you ever let them know what you want.

The act of communicating with another person can, at times, be very exasperating. The method by which we approach the other person might possibly put him, or her, on the defensive, or cause them to be very expressive and open. The situation that causes the communication is a determining factor in our approach to the other person. Presenting a problem as a situation rather than as a judgement will help you establish the communication link more easily. The problem can be thought about in a rational manner and a logical, positive answer will be given.

Your approach to the subject of your communication will more than likely determine the outcome of the discussion.

**MP 2** Motivation gives your subordinates the will to do everything they can to accomplish the mission. It results in their acting on their own initiative when they see something that needs to be done.

It is imperative that you, as a senior cadet NCO, create the appropriate atmosphere where your cadets will want to achieve the objectives set before them. To motivate your people, give them tasks that will challenge them. After all, they did not join CAP to be bored. Get to know your cadets and their capabilities; that way you will know just how far each one can be pushed. Give them as much responsibility as they can handle; let them do the work without looking over their shoulders and nagging them, but at the same time be close enough to be able to assist when needed.

Motivation never stops. Give guidance and direction as necessary. Praise them for a job well done and provide coaching and counseling if they fall short of your expectations. If you set the proper example for your cadets to follow, you need not be present while they are working as they will accomplish the mission because they want to. They will work harder than they thought they could when the situation gets critical. Good training and effective leadership equals highly motivated troops.

As an effective leader and motivator, you should be sensitive to the individual differences of your cadets. They do not have the same drive, goals and interests. Although you are not required to ask for their inputs on any particular situation, you might do just that to draw on their individual experiences and knowledge. This will surely aid you in your motivation phase.

Above all, listen to your people. You may be able to clear up any misunderstandings and differences of opinion by being an effective listener. Keep your cadets informed and take the time to answer questions about any situation that may affect them. Respect their opinions and do not make fun of them, as feelings are not just skin deep.

Recognize those that excel in what they do. This is a motivator that does not quit. Recognition makes people feel good about themselves and they will do all they can to continue being recognized. An occasional pat on the back is all that some need to be an effective worker - you and they know how well they are performing. Others might need public recognition for a job well done. Two different styles, but just as effective. Don't forget that the occasional pat on the back and a "well done" will not necessarily be sufficient in all cases. Public recognition is also a huge motivator for the average person.

TRANSPARENCY LL6.2.1 - "Fig" Newton Quote

TRANSITION: *"Diversity is the glue that holds this country together, and we are all part of that glue."* General Lloyd "Fig" Newton, Commander, Air Education and Training Command.

**MP 3** That statement brings us to our next subject - individual differences. Each one of you is unique in your own right. Your genetic makeup was determined at conception in your mother's womb. Your upbringing has developed certain traits that are very definitely yours.

Your personality is ever changing. You are not the same person that you were when you joined Civil Air Patrol. Did you know that?

Heredity is defined as the characteristics that you receive from your parents. This is your genetic makeup; how tall you will be and how much you will weigh. Whether you fulfill all the inherited potentials of your parents is dependent on your environment and your experiences in life.

Your environment is everything around you - your home life, school, and the culture of the people you associate with. What you eat, the amount of exercise, the health conditions that are a part of your life will either contribute to your growth or hinder it. Your mental growth is also dependent on your physical well being.

Experience is the best teacher. Once you have experienced something that you have heard about, you can determine whether it is good or bad for you. Personality development is, for the most part, dependent on your experiences in life. As I stated before, each one of you is unique in your own right. No two people with the same experiences will act the same as the other. This is due to the fact that their mental makeup is different and each perceives the experience differently.

As a senior cadet NCO, you must look at all these factors when dealing with others. Your thoughts and feelings on any subject will be different from those of the people around you. These are the things that you must cope with while acting in a supervisory capacity over other cadets.

## Conclusion

**SUMMARY:** Today, we have discussed the means by which you can encourage effective communications, develop motivational skills, and understand the differences between individuals.

TRANSPARENCY LL6.2.2 - Loh Quote

**REMOTIVATION:** Former USAF Air Combat Command Commander, General John M. Loh, said, *"A good leader sets goals, measures progress, and rewards performance. He or she tries to give everyone a stake in the mission of the organization and its outcome. That's the role of leadership."*

**CLOSURE:** In closing this hour, I ask that you re-read the material in Chapter 6 of your text on the material covered thus far. Assure that you understand the content of the material presented, both in class and in the text, as it will have a definite effect on your life as a cadet in Civil Air Patrol, and as a student in this school. Additionally, assure that you have completed the end of chapter review exercise on material presented thus far. Class is dismissed.

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**PART III  
LESSON REVIEW**

**LESSON OBJECTIVE(S):** The objective of this lesson was for each cadet to:

1. Learn some means to effective communication.
2. Develop motivation skills.
3. Recognize the differences in individuals.

**LESSON QUESTIONS:** Completion of chapter review exercise satisfies this requirement.